

REPORT WRITING FORM FOR THIRD CYCLE INSTRUCTIONAL DESIGN AND PRACTICES REPORT

6.1 The district implements written curriculum for all its instructional programs.

- ☐ -The district met the written curriculum process area in its second cycle. [Team members should respond only to indicator 6.1.3 if this box is checked.]

6.1.3 District Response

The district indicates its written curriculum includes the following concepts/objectives:
[verbatim]

A majority of the teachers interviewed [T6] reported that equity concepts **are** / **are not** taught in their classrooms. Equity concepts are reportedly taught in the following ways: [summarize]

A majority of the teachers interviewed [T7] indicate that workplace-readiness skills **are** / **are not** taught.

6.1.3 AQ

[Additional information for 6.1.3]

OR

- ☐ -The district did not meet the curriculum process area in its second cycle MSIP review.
[If either of these boxes are checked, complete all items in 6.1.1 to 6.1.4]

[USE GRADE LEVELS (NOT CHECK MARKS!!) TO COMPLETE THIS CHART.]

SUBJECT AREAS	LEVELS	RATIONALE	COURSE DESCRIPTION	GRADUATE GOALS [YES/NO]*	MEASURABLE LEARNER OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS (INCLUDING PERFORMANCE BASED ASSESSMENTS)	ALIGNMENT TO THE SHOW-ME STANDARDS**		BOARD HAS APPROVED [YES/NO]
								X-REF	FULL ALIGN.	
COMMUNICATION ARTS	E									
	MS/JH									
	HS									
MATH	E									
	MS/JH									
	HS									
SCIENCE	E									
	MS/JH									
	HS									
SOCIAL STUDIES	E									
	MS/JH									
	HS									
HEALTH EDUCATION	E									
	MS/JH									
	HS									
PHYSICAL EDUCATION	E									
	MS/JH									
	HS									

* The review team should mark “YES” if graduate goals have been developed in the six core subject areas (communication arts, math, science, social studies, fine arts, and health/physical education). Graduate goals for a subject area can be considered to be in place if cross-references to the Show-Me Standards are in place in grades K-12.

** At a minimum, cross-references to the Show-Me Standards (process and content) should be in place. Cross-references to the Curriculum Frameworks are acceptable.

SUBJECT AREAS	LEVELS	RATIONALE	COURSE DESCRIPTION	GRADUATE GOALS [YES/NO]*	MEASURABLE LEARNER OBJECTIVES	INSTRUCTIONAL ACTIVITIES	ASSESSMENTS (INCLUDING PERFORMANCE BASED ASSESSMENTS)	ALIGNMENT TO THE SHOW-ME STANDARDS**		BOARD HAS APPROVED [YES/NO]
								X-REF	FULL ALIGN.	
FINE ARTS ART	E									
	MS/JH									
	HS									
MUSIC	E									
	MS/JH									
	HS									
FOREIGN LANGUAGE	E									
	MS/JH									
	HS									
PRACTICAL ARTS	E									
	MS/JH									
	HS									

Additional curriculum guides were found in the following areas:

- | | | |
|--|--|---|
| <input type="checkbox"/> -preschool | <input type="checkbox"/> -technology | <input type="checkbox"/> -special education (life skills) |
| <input type="checkbox"/> -gifted education | <input type="checkbox"/> -LMC | <input type="checkbox"/> -cadet teaching |
| <input type="checkbox"/> -guidance | <input type="checkbox"/> -other: _____ | |

The phase-in schedule for written curriculum during the Third-cycle MSIP reviews are as follows: 2001-2002, one MAP subject area; 2002-2003, two MAP subject areas; 2003-2004, three MAP subject areas; 2004-2005, four MAP subject areas; and, 2005-2006, all MAP subject areas. All curriculum guides must include rationales, course descriptions, graduate goals, measurable learner objectives, cross-references to the Show-Me Standards, and be board-approved. (Vocational curriculum guides have previously been required to have all listed components, including activities and assessments. Both vocational programs and A+ Schools participating districts have some additional requirements that are program related.)

[Explain any exceptions listed in the curriculum chart.]

6.1.1. REPORT WRITING FORM (RWF) Documentation: Curriculum Guides (K-12)

[MSIP Team Members in 2004-2005 should review the set of curriculum guides for the subject areas most recently revised according to District Response 6.1.4 and respond to the following statements.]

A review of the learner objectives, instructional strategies, and assessments included in the curriculum guides (grades K-12) for _____, _____, _____, and _____ [Subjects must be communication arts, math, science, or social studies.] indicates that **all / a majority / a few** of the learner objectives in the subject area are measurable. The instructional strategies most commonly referred in these curriculum guides include:

(E)	(MS)	(HS)	INSTRUCTIONAL STRATEGIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-whole-group instruction/discussion/lecture
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-cooperative learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-small-group or skill-group instruction/flexible ability grouping
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-peer coaching/tutoring or cross-age tutoring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-hands-on activities, projects, activity stations, experiments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-research or information-seeking (inductive) strategies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-technology-/computer-assisted learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-supplemental instruction in or out of the classroom (additional certificated teacher provides supplemental instruction in double-staffed classroom or through various "push-in" models, resource rooms, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-other: _____

The assessment strategies that are most commonly found in the curriculum guides for _____, _____, and _____ [Subject areas must be same as the areas reviewed above.] include:

(E)	(MS)	(HS)	TYPES OF ASSESSMENTS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-quizzes or unit tests from textbooks (using selected responses or constructed responses)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-teacher-made quizzes or unit tests (using selected responses or constructed responses)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-complex performance tasks (i.e., projects, speeches, essays, concept maps, experiments, etc.) with specific scoring criteria
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-peer evaluation or teacher evaluations (with written guidelines)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-generic references to "teacher observation," "unit tests," "project evaluation" without guidelines, stated criteria, or rubrics
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-other: _____

"Selected Responses" require only that students choose a correct responses from a limited number of possibilities (e.g., multiple choice responses of various types). "Constructed Responses" require that students create their short-answer responses, instead of choosing from multiple-choice options (e.g., Give an example of an "equal but opposite force" in everyday life.) "Concept Maps" require that students make clear the connection between a number of related words (e.g., seed, sunlight, rain, fertilizer, weeds, wheat).

6.1.1 RWF from Interviews and Documentation: Curriculum Guides and Curriculum Development Plan

Interviews, the written curriculum, and/or the curriculum development plan indicate that curriculum articulation and alignment to the Show-Me Standards is achieved through: [Check (✓) those that apply.]

- ☐ -developing scope and sequence outlines
- ☐ -initiating reviews by curriculum/department committee(s)
- ☐ -developing curriculum maps in all core subject areas
- ☐ -aligning each core area with the MAP tests or Curriculum Frameworks
- ☐ -using an electronic curriculum alignment tool
- ☐ -other: _____

6.1.1 RWF from Interviews

Interviews indicate that teachers use their written curriculum guides in the following ways: [Summarize]

[additional information]

6.1.1 Staff AQ

2. How frequently do you use the curriculum guide(s)?
☐ Daily ☐ Weekly ☐ Biweekly ☐ Monthly ☐ Semi-annually ☐ Annually
6. I have a curriculum guide for all subjects I teach.
7. My curriculum guides provide me ways to measure whether students have attained each objective.
8. My curriculum provides clear cross-references to all the Show-Me Standards.
9. The curriculum guides are useful to me in designing lesson plans.
10. I know how my curriculum is aligned to the benchmarks on the MAP.

6.1.1 Student AQ

20. The classes I took last year prepared me for this year's subjects.

6.1.2 RWF from Interviews, Advance Questionnaire Data, District Response for 6.7.1/6.7.3

Interviews, advance questionnaire data, and the District Response for 6.7.1/6.7.3 indicate that a **majority of the teachers and administrators** have participated in training sessions related to:

(E)	(MS)	(HS)	PROFESSIONAL DEVELOPMENT ON CURRICULUM
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-curriculum review and revision processes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-curriculum articulation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-curriculum alignment strategies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-classroom instructional strategies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-assessment activities (constructed response, concept mapping, general rubric development)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-authentic assessments (applied skills)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-implementation of the curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-other curriculum-related training: _____

RWF from Interviews

A majority of the teachers interviewed indicate that they have help in implementing their curriculum from:

(E)	(MS)	(HS)	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-other teachers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-department chairpersons
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-building administrators
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-central office administrators
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-curriculum consultants
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-instructional coordinators
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-other: _____

6.1.2 Staff AQ

5. I have received training in the following classroom assessment strategies (mark all that apply):
- ☐ Performance-based (hands-on) ☐ Constructed response ☐ Essay
☐ Portfolio management ☐ Observation with rubric
11. The district has provided me with specific professional development opportunities in the development and revision of my curriculum.
12. The district has provided me with specific professional development activities related to aligning the curriculum to the Show-Me Standards or the MAP.

6.1.3 RWF Team Observations from District Response for 6.1.3 and Documentation:

Curriculum Guides [Use the Subject Area/Grade/Page references in the District Response for 6.1.3 to locate the learner objectives related to equity, technology, research, and workplace readiness and then complete the following chart.]

The district's written curriculum includes learner objectives (content and processes) related to:

(E)	(MS)	(HS)	CONTENT/PROCESSES
YES / NO	YES / NO	YES / NO	-gender equity
YES / NO	YES / NO	YES / NO	-racial/ethnic equity
YES / NO	YES / NO	YES / NO	-disability awareness and equity
YES / NO	YES / NO	YES / NO	-technology
YES / NO	YES / NO	YES / NO	-research/information-seeking skills
YES / NO	YES / NO	YES / NO	-workplace/job-preparedness competencies

[Additional comments related to findings from Team Review of District Response/Curriculum Guides:]

6.1.3 RWF from Interviews

A majority of the teachers interviewed reported that equity concepts **are** / **are not** taught in their classrooms. Equity concepts are reportedly taught in the following ways: [Summarize.]

A majority of the teachers interviewed indicate that workplace-readiness skills **are** / **are not** taught.

6.1.3 Parent AQ

41. My child has been taught in school about respect for other cultures.

6.1.3 Staff AQ

13. I teach research skills as an integral part of my instruction.

14. Greater emphasis should be placed on cultural diversity awareness in this school.

6.1.3 Student AQ

34. I learn about other cultures at school.

6.1.3 Board AQ

1. The district's curriculum is gender-fair.

2. The district's curriculum includes multicultural issues.

6.1.4 RWF based on the District Response for 6.1.4 and Documentation: Curriculum Development Plan and Revision Schedule

The District Response for 6.1.4 indicates the following information regarding formal criteria and procedures for revising the curriculum: [verbatim]

Interviews and the District Response for 6.1.4 indicate that input into the districts' curriculum and instructional processes is provided in the following ways: [summarize]

6.1.4 Staff AQ

15. Parents have input into the development of the district's curriculum.

16. Students have input into the development of the district's curriculum.

[additional information for Standard 6.1]

6.2 The district administers state-required tests and other tests and uses disaggregated and longitudinal assessment data to adjust its curriculum and instruction.

6.2.1 RWF from Documentation: District Assessment Plan and DESE-Generated Report (Core Data, Screen 17) related to Physical Fitness Assessment Data (grades 5 and 9)

Documentation indicates that the district **has / does not have** a written assessment plan. This plan includes the following information:

YES / NO -what tests are used and the purpose for each

YES / NO -guidelines for including students with disabilities in the district assessment program

YES / NO -a description of how and in what subject areas the district is assessing the Show-Me Standards which are not assessed through the Missouri Assessment Program (MAP)

YES / NO -a description of how assessment results will be used and disseminated

YES / NO -provisions for staff development activities directly related to the assessment program [See also District Response for 6.7.1/6.7.3.]

YES / NO -provisions for teaching test-taking skills to students

YES / NO -a test security policy

According to documentation (Core Data Screen 17), the district **has / has not** conducted the required annual local physical fitness assessment in grades five and nine in the previous school year.

6.2.1 RWF based on Interviews

A majority of the interviews indicated that test-taking skills **are / are not** taught to all students. ___ out of ___ interviews indicated that staff development activities directly related to the assessment program have been provided. Interviews **indicate / did not indicate** that the Show-Me Standards not covered in the Missouri Assessment Program (MAP) are assessed. The Show-Me Standards not assessed through the MAP are assessed locally by the following means: [summarize.]

6.2.2 RWF from District Response

The District Response for 6.2.2 indicates the district has used the following strategies to motivate students to do their best on the MAP tests:

- ☐ -tangible incentives (such as scrip, field trips, books, coupons, tickets, etc.)
- ☐ -certificates or medals for individual students
- ☐ -class recognitions or rewards (parties, flags, or other recognitions)
- ☐ -grade enhancements, additional credit for final grades, students excused from final exam(s)
- ☐ -applications for state reimbursements for Advanced Placement/dual credit classes based on student MAP results
- ☐ -explanations to students and parents of how test results may be used (colleges, employers, other placement decisions)
- ☐ -required summer school attendance, other remedial instructional requirements
- ☐ -use of instructional methodologies/strategies directly related to the format of the MAP
- ☐ -verbal reinforcement/praise
- ☐ -other: _____

6.2.2 Staff AQ

17. My building uses a number of strategies to motivate students to perform their best on the MAP tests.

6.2.2 Parent AQ

42. The school encourages my child to do well on MAP tests.

6.2.2 Student AQ

35. I am encouraged to do my best on the MAP test.

6.2.2 Board AQ

3. Our district uses a number of strategies to motivate students to perform their best on the MAP tests.

6.2.3 RWF based on Interviews

Interviews indicate the board **reviews / does not review** disaggregated student achievement data each year.

6.2.3 Board AQ

4. The board annually reviews standardized test results and dropout data disaggregated by disability, gender, and (where appropriate) race/ethnicity.

6.2.4 RWF based on District Response

The district provided the following information regarding the use of disaggregated student performance data: [verbatim]

6.2.4 Staff AQ

20. The teachers in my building study the achievement levels of subgroups of students (by race/ethnicity, gender, ELL, migrant, and/or disability) and based upon this study take actions to improve the performance of any subgroup which lags behind.
21. The school shares with me standardized test results and dropout data disaggregated by disability, gender, and (where appropriate) by race/ethnicity.

6.2.5 RWF based on District Response

The District Response for 6.2.5 indicates the following information regarding the assessment data the district uses to make its decisions about the effectiveness of its curriculum and instructional programs and processes: [verbatim]

The District Response for 6.2.5 and staff interviews indicate recent modifications (during the past two years) in the district's curriculum or instructional programs and processes include: [verbatim]

[If interviews (T10, 11; P9) do not confirm the District Response, explain what differences were found.]

RWF based on Documentation: CSIP and MSIP Performance Report or Annual Performance Report

The district **has** / **has not** addressed curriculum or instructional improvements for each MAP subject area with poor student achievement in its Comprehensive School Improvement Plan.

6.2.5 Board AQ

5. The board monitors economic and sociological conditions of the community.
6. The board reviews measures of student performance such as attendance rates, discipline referrals, dropout, and student follow-up information.

6.2.5 Parent AQ

53. What is taught at school meets the needs of my child.

6.2.5 Student AQ

17. The classes I have at school cover material that is important to me.
18. I am satisfied with the variety of courses this school offers.

[additional information for Standard 6.2]

6.3 The district has implemented effective instructional programs designed to meet the assessed needs of its students, as well as the practices and procedures needed to support these programs.

6.3.1 RWF based on District Response and Interviews

The District Response for 6.7.1/6.7.3 and interview responses indicate the district's professional development program **has / has not** focused on curriculum and instructional practices, and **has / has not** focused on specific districtwide instructional strategies.

6.3.1 RWF based on Interviews

A majority of the staff interviewed indicated that they **are / are not** aware of the grade/subject area/building/district instructional strategies which have been selected. They **have / have not** participated in professional in-service training related to these strategies. A majority of the interviews confirmed that encouragement and support **are / are not** provided as these strategies are implemented.

[additional information]

6.3.1 Parent AQ

64. My child's teachers are good teachers.

6.3.1 Board AQ

7. The district has good teachers who know what they are doing.

6.3.1 Staff AQ

33. The professional development activities I attend are related to districtwide instructional improvement.

89. The professional development activities I have attended have changed the way I teach.

6.3.1 Student AQ

21. Most of my teachers are organized and well prepared to teach.

49. My teachers are good teachers.

6.3.2 RWF Based on Interviews

Interviews [T15] indicated that the 4-5 most commonly used instructional strategies at each grade span are: **[Tally and check the 4-5 most frequently mentioned strategies at each grade span.]**

(E)	(MS)	(HS)	IMPLEMENTED INSTRUCTIONAL STRATEGIES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-whole group instruction/ discussion/lecture
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-cooperative learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-one-on-one instruction/individualized instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-varied, flexible instructional groupings based on lesson objectives and the individual needs of students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-peer tutoring, peer coaching, cross-age tutoring
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-hands-on activities, projects, activity stations, experiments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-computer-assisted instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-supplemental instruction in or out of the classroom (additional certificated teacher provides supplemental instruction in double-staffed classroom or through various "push-in" models, resource rooms, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-modified assignments based on the developmental level of each student
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-modified assessments based on the developmental level of each student

- ☐ ☐ ☐ -reteaching
☐ ☐ ☐ -other: _____
☐ ☐ ☐ -other: _____
☐ ☐ ☐ -other: _____

[additional information]

6.3.2 Student AQ

22. In most classes, if I am having trouble learning something, my teacher usually finds a way to help me understand.
25. I am given opportunities to work and learn independently.
26. My teachers want me to contribute my thoughts in class.
27. In my school, all students are given a chance to succeed.

6.3.2 Parent AQ

23. The way they teach at this school works well for my child.

6.3.3 RWF based on District Response

The district indicates it has the following research-based components of a balanced reading program in grades K-3: **[verbatim]**

- ☐ -clear reading goals based on grade level expectations for each grade have been established
- ☐ -reading goals are based on research
- ☐ -a research-based core curriculum for reading has been adopted and includes instruction in:
- ☐ -phonemic awareness
 - ☐ -phonics
 - ☐ -vocabulary
 - ☐ -fluency
 - ☐ -comprehension skills
 - ☐ -spelling, writing, listening, and speaking skills
- ☐ -student progress in reading is monitored often and through a variety of methods
- ☐ -student progress is analyzed to plan instruction, and reading opportunities are provided at the:
- ☐ -“independent” level
 - ☐ -“instructional” level
- ☐ -enriched reading instructional materials are available
- ☐ -professional development activities systematically support the reading program
- ☐ -tutoring supplements teacher-delivered instruction
- ☐ -90 minutes of protected instructional time is allocated to reading instruction, and the following types of reading instruction are used:
- ☐ -direct instruction
 - ☐ -guided reading
 - ☐ -independent reading
 - ☐ -shared reading
 - ☐ -flexible grouping
 - ☐ -cooperative learning
- ☐ -additional instruction before and after school is provided for students with specific reading difficulties
- ☐ -parents and other community members are informed of the reading program's

- goals and objectives and the district's progress in meeting these goals
- ☐ -parents are informed of their child's progress in reading

[If interviews (T16; P14) do not confirm the District Response, explain what differences were found.]

Interviews indicate the following assistance is provided for poor readers at the
 elementary level:
 middle school/junior high level:
 high school level:

Teacher interviews indicate professional development activities related to reading have been provided at the: **[Choose NA only if the district is a K-8 district or has an A+ School waiver for each high school.]**

YES/ NO –elementary level
 NA / YES/ NO –middle school/junior high level
 NA / YES/ NO –high school level

[additional information]

6.3.4 RWF Based on Interviews

Interviews indicate that the 4-5 most commonly used sources of assessment information for planning instruction at each grade span are: **[Tally and check the 4-5 most frequently mentioned assessments at each grade span.]**

(E)	(MS)	(HS)	TYPES OF ASSESSMENT DATA USED IN PLANNING INSTRUCTION
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-textbook assessments
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-teacher-developed assessments (quizzes, tests, checklists)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-project assessments, reports, process assessments (with rubrics or guidelines), or portfolios
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-district-level student achievement data (state-required achievement tests and/or others)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-building-level student achievement data (state-required achievement tests and/or others)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-college-preparatory/achievement testing results (ACT, SAT)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-longitudinal testing data: _____ [testing instrument]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-disaggregated assessment data for various student populations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-assessment results from various instructional software programs
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-diagnostic tests (reading, oral comprehension/listening, math) for individual grades or students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-program-required tests (gifted education, special education)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-other: _____
	<input type="checkbox"/>	<input type="checkbox"/>	-other: _____
		<input type="checkbox"/>	-other: _____

6.3.4 RWF Based on Interviews and Documentation for 6.1.2 and 6.7.1/6.7.3

Interviews and the documentation for 6.1.2 and 6.7.1/6.7.3 indicate that teachers **have / have not** received training on the use of current student assessment data to plan instruction.

During the interview process, ____ out of ____ interviews indicated that teachers have implemented changes in their instructional program based on student performance data. Also, ____ out of ____ interviews indicated that reading assessment data has been used to plan instruction.

[Additional information for 6.3.4]

6.3.4 Staff AQ

62. I use student assessment/performance data to plan my instruction.

90. I use student information from previous classes to plan instruction.

6.3.5 RWF Based on District Response

The District Response for 6.3.5 provided the following student enrollment numbers in extended-learning activities: [Asterisk programs which have been in place for two years or more.] [verbatim]

E	MS	HS	EXTENDED-LEARNING ACTIVITIES
_____	_____	_____	-indistrict summer school programs
_____	_____	_____	-summer enrichment program (provided by district or tuition paid by district)
_____	_____	_____	-zero-hour classes and/or extended-day classes (regularly scheduled)
_____	_____	_____	-extended school year-Number of days? _____
_____	_____	_____	-extended school day- Number of minutes? _____
_____	_____	_____	-extended-day program (Title I, state-reimbursed tutoring, or other formal tutoring/academic program)
_____	_____	_____	-Saturday school (not detention)
_____	_____	_____	-summer reading program (formal)
_____	_____	_____	-summer band or music program
_____	_____	_____	-summer vocational programs
_____	_____	_____	-other: _____

The District Response provided the following student enrollment numbers in alternative delivery systems: [Asterisk programs which have been in place for two years or more.] [verbatim]

E	MS	HS	ALTERNATIVE-DELIVERY SYSTEMS
_____	_____	_____	-independent study classes
_____	_____	_____	-credit through extension or correspondence classes
_____	_____	_____	-Advanced Placement classes
_____	_____	_____	-dual-credit/college-credit classes
_____	_____	_____	-alternative program (structured, alternative delivery of instruction)
_____	_____	_____	-work-study programs involving off-campus work opportunities for credit
_____	_____	_____	-electronically-delivered instructional classes (including virtual high schools)
_____	_____	_____	-multiage elementary classes* (other than special education, art, music, gifted, physical education etc.); grade(s): _____
_____	_____	_____	-other: _____

*Multiage classes have students of various ages working together on basic learning tasks. Progress is individually assessed and may result in students being in these classes for various numbers of years (or, in some cases, less than a year) depending on the speed with which they achieve certain expectations.

6.3.6 RWF from District Response

The district provides the following statements on how it identifies ELL/ESOL, migrant, homeless, at-risk, and educationally disadvantaged students. [verbatim]

[If interviews do not confirm the District Response, explain what differences were found.]

6.3.6 RWF from District Response

The District Response for 6.3.6 indicates the district serves and assesses the services provided to at-risk, educationally-disadvantaged, migrant, ELL/ESOL, and homeless students in the following way: [verbatim]

The state and federal monitoring process and District Response for 6.3.6 indicates that specific required services for:

ELL/ESOL students	are provided / are not provided / are not required
migrant students	are provided / are not provided / are not required
homeless students	are provided / are not provided / are not required

[Cite any specific deficiencies.]

6.3.6 RWF from District Response and Interviews

The following targeted services are provided to students at risk of leaving school prior to graduation or to students who may not be eligible for promotion to the next grade level:

(E)	(MS)	(HS)	AT-RISK/TARGETED SERVICES
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-tutoring before or after school by a certificated teacher
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-peer tutoring (organized, with trained tutor)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-cross-age tutoring (organized, with a trained tutor)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-volunteer for paraprofessional tutoring (on regular basis)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-study-skills/test-taking skills instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-alternative classes/school
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-mentoring program for at-risk students (assigned mentors from staff or community)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-intervention teams
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-individual counseling services/small-group counseling services
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-substance-abuse prevention instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-violence-prevention instruction or anger-management instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-at-risk coordinator or social worker
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-parent-involvement/support groups
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-teen parenting services
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-crisis intervention plan/strategies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-health-related services
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-out-of-district referrals for specialized services/family interventions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-targeted instructional services
		<input type="checkbox"/>	-Title I reading
		<input type="checkbox"/>	-Title I math
		<input type="checkbox"/>	-Title I communication arts
		<input type="checkbox"/>	-ELL/ESOL differentiated instruction (including appropriate language assessments)
		<input type="checkbox"/>	-supplemental reading instruction (e.g., Reading Recovery, Early Literacy

<input type="checkbox"/>	<input type="checkbox"/>	-supplemental summer instruction
<input type="checkbox"/>	<input type="checkbox"/>	-ELL/ESOL instruction provided by full-time, certificated ESL/bilingual teacher (for districts with more than 20 ELL students)
<input type="checkbox"/>	<input type="checkbox"/>	-other: _____
<input type="checkbox"/>	<input type="checkbox"/>	-other: _____
<input type="checkbox"/>	<input type="checkbox"/>	-other: _____
<input type="checkbox"/>	<input type="checkbox"/>	-other: _____

6.3.6 RWF from Interviews

A majority of the interviews **indicated / did not indicate** that services are available to meet the needs of at-risk students.

6.3.6 RWF from District Response

The District Response for 6.3.6 and interviews report that the district **asks / does not ask** all students leaving school prior to graduation if they are transferring to another school setting or dropping out of school. If students are dropping out of school, the district collects the following information: [Note: NA will be the appropriate choice only if the district is a K-8 district or each high school has an A+ Schools waiver.]

NA / YES / NO	-reason for dropping out of school
NA / YES / NO	-educational plans
NA / YES / NO	-career/vocational plans
NA / YES / NO	-what could have been done to keep the student in school.

The District Response for 6.3.6 indicates that names of students who drop out of school and are over the age of 16 **are / are not** reported to the State Literacy Hotline.

[additional information for Standard 6.3]

6.4 Instructional resources and equipment that support and extend the curriculum are readily available to teachers and students.

6.4.1 and 6.4.2 RWF from Observations, Interviews, AQ, and District Response for 6.4.1/6.4.2

Team observations, advance questionnaire data, and interviews indicate that essential learning resources are: [Team members should review all the listed sources of information before choosing the appropriate overall response:]

(E)	(MS)	(HS)	INSTRUCTIONAL RESOURCES
YES / NO	YES / NO	YES / NO	-are readily available
YES / NO	YES / NO	YES / NO	-are sufficiently up-to-date
YES / NO	YES / NO	YES / NO	-are matched to curriculum objectives
YES / NO	YES / NO	YES / NO	-are in good repair (no missing pages, unbroken binding, clean).

[Describe any "NO" responses or conflicting evidence from the various sources of information.]

6.4.1 and 6.4.2 RWF from District Response for 6.4.1/6.4.2

The District Response for 6.4.1 indicates the following instructional equipment is provided districtwide: [List numbers available at each grade span.] [verbatim]

(E)	(MS)	(HS)	INSTRUCTIONAL EQUIPMENT
___	___	___	-Instructional Television (ITV) subscription
___	___	___	-Interactive Distance Learning (network)
___	___	___	-satellite or cable reception/taping [# connection points]
___	___	___	-computers with CD-ROM capacity [#]
___	___	___	-Internet/MOREnet connection [# connected], including Web TVs
___	___	___	-local computer networks [# of computers connected]
___	___	___	-computer laboratories [# of computers in laboratories]
___	___	___	-instructional laboratories [science, business, etc.]
___	___	___	-projection equipment [including whiteboards, video projectors, scan/converters, large screen TVs, etc.]
___	___	___	-radio/TV production equipment
___	___	___	-photographic equipment/digital cameras/camcorders
___	___	___	-laser disc players, DVD's
___	___	___	-other: _____

6.4.1 RWF from Team Observations, District Response, and Interviews

Team observations, the District Response for 6.4.1, and/or interviews indicate the following school building(s) have limited instructional materials: [List any school buildings that are reported as not having appropriate instructional materials.]

6.4.1 Staff AQ

- 26. I have received the training I need to help students effectively use computers.
- 32. I have received adequate training in using computers and other technology to support the curriculum.
- 81. Access to the Internet in my building is reliable.
- 83. I have the educational technology I need to support my instructional program.
- 88. If I wanted to I could easily arrange for my students to use the Internet at school for a class project.

6.4.1 Parent AQ

- 29. My child uses computers effectively at school.
- 40. It is important for students to have access to computers at school.

6.4.2 Staff AQ

- 24. My instructional materials support the curriculum.

6.4.2 Parent AQ

- 25. There are good learning materials in my child's classroom.

6.4.2 Student AQ

- 48. My school provides me with the textbooks and learning materials I need to learn.

6.4.3 RWF from District Response

The District Response for 6.4.3 indicates that keyboarding skills are taught to students in grades ___ by: _____.

The District Response for 6.4.3 shows the following numbers of students and teachers have access to various types of technology/software and the following percentages of its students and teachers have completed formal training on various types of technology/software: [verbatim]

ACCESS (#)		TRAINING (%)		TECHNOLOGY/SOFTWARE
Student/Teacher		Student/Teacher		
___	___	___	___	-using e-mail
___	___	___	___	-designing Web pages
___	___	___	___	-using databases
___	___	___	___	-using word-processing program(s)
___	___	___	___	-using spreadsheets (Access or Excel)
___	___	___	___	-using presentation programs (Power Point, Hyper Studio, and others)
___	___	___	___	-using desktop publishing
___	___	___	___	-using MOREnet/Internet electronic resources
	___		___	-using grading programs (tracking student progress)
	___		___	-accessing student records/information systems
	___		___	-posting information for parent and student access
	___		___	-using specific instructional strategies involving computer technologies [e.g., locating research materials or on-line information]
	___		___	-using Clear Access Program (software)
	___		___	-using Curriculum Alignment Program (software)
___	___	___	___	-other: _____

6.4.3 Staff AQ

26. I have received the training I need to help students effectively use computers.
 32. I have received adequate training in using computers and other technology to support the curriculum.

6.4.3 Board AQ

10. The district provides staff adequate training in using computers and other technology in the curriculum.
 11. Teachers have received the training they need to help students effectively use computers.

6.4.3 Student AQ

37. My teachers can assist me in using computers effectively.
 52. I can get access to the Internet at school when I need it.
 61. I have had lessons in school on how to use computers.
 67. I know how to use electronic resources to locate information.

6.4.4 RWF from District Response

The District Response for 6.4.4. indicates that technology has been incorporated into the district's instructional programs in the following ways: [verbatim]

6.4.4 RWF from Interviews and Team Observations

A majority of the teachers interviewed indicated they **use / do not use** technology in instruction.

6.4.4 Staff AQ

4. I use computers and related technology in my classes:
- | | |
|---|---|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Once every 2 weeks |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Infrequently |
| <input type="checkbox"/> Several times a week | <input type="checkbox"/> Not at all |
27. Technology in my school is considered an integral part of the instructional program.
28. I use and integrate computers into my classroom activities.
82. Incorporating the Internet into our instructional programs is a high priority in my district.

6.4.4 Student AQ

14. I use computers in school:
- | | |
|---|---|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Once every 2 weeks |
| <input type="checkbox"/> Several times a week | <input type="checkbox"/> Infrequently |
| <input type="checkbox"/> Once a week | <input type="checkbox"/> Not at all |

6.4.4 Board AQ

12. There are enough computers at school so that teachers can use them effectively in the instructional programs.
13. Access to the Internet in each building is pretty reliable.
14. Teachers have most of the educational technology they need to support their instructional programs.
15. Incorporating the Internet into our instructional programs is a high priority in this district.
16. The district expects staff and students to use the latest technology in their classroom activities.

[additional information for Standard 6.4]

6.5 The district has created a positive climate for learning and established a focus on academic achievement.

6.5.1 RWF from AQ Responses

Additive scales* (compiled from the advance questionnaire responses of the staff, parents, students, board members, and the support staff) indicate that a positive climate for learning **is / is not** in place within the district. In the following charts, the cumulative number of “agree” and “strongly agree” responses to related survey statements/items is used to determine the percentages listed in the chart:

ADVANCE QUESTIONNAIRE RESPONSES OF CERTIFICATED STAFF

31. Children are treated fairly in this school
39. Children are friendly to each other
42. Children like attending this school
43. Parents want to keep their children in this school
44. This school is a good place to learn

- 46. If children in this school have a problem, teachers will listen and help
- 47. Teachers in this school really care
- 48. Teachers in this school treat children with respect
- 67. Students understand what conduct is expected of them
- 68. Rules of conduct for students are consistently enforced
- 86. This school makes children feel they belong
- 87. Children in this school have fun learning
- 92. Discipline is handled fairly in this school

	AGREE/STRONGLY AGREE	DISTRICT'S
	DISTRICT / STATE	PERCENTILE RATING
POSITIVE LEARNING CLIMATE:	_____%/ _____%_	_____

ADVANCE QUESTIONNAIRE RESPONSES OF SUPPORT STAFF

- 4. Children are treated fairly in this school
- 5. Learning is the most important thing in this school
- 7. Children like this school
- 8. This school makes children feel they belong
- 9. Children in this school have fun learning
- 10. This is a good school
- 12. Children are friendly to each other
- 15. Children like attending this school
- 16. Parents want to keep their children in this school
- 17. This school is a good place to learn
- 18. Teachers in this school really care
- 19. If children in this school have a problem, teachers will listen and help
- 20. Teachers in this school treat children with respect
- 23. The discipline in the school is done fairly

	AGREE/STRONGLY AGREE	DISTRICT'S
	DISTRICT / STATE	PERCENTILE RATING
POSITIVE LEARNING CLIMATE:	_____%/ _____%_	_____

ADVANCE QUESTIONNAIRE RESPONSES OF PARENTS

- 26. My child likes attending this school
- 28. My child's school is a good place to learn
- 35. Discipline in my child's school is handled fairly
- 45. Teachers in my child's school really care about my child
- 46. If a student in my child's school has a problem, teachers will listen and help
- 47. Teachers treat my child with respect
- 59. My child has fun learning
- 63. Other children are friendly to my child
- 65. There is a feeling of belonging at my child's school
- 67. My child is treated fairly at school

	AGREE/STRONGLY AGREE	DISTRICT'S
	DISTRICT / STATE	PERCENTILE RATING
POSITIVE LEARNING CLIMATE:	_____%/ _____%_	_____

ADVANCE QUESTIONNAIRE RESPONSES OF STUDENTS

- 33. Teachers in my school really care about me
- 38. If a student has a problem, there are teachers who will listen and help

- 42. I have fun learning
- 47. This school is a good place to learn
- 53. I like going to this school
- 57. Teachers treat me with respect
- 60. I am treated fairly at school
- 63. Discipline is handled fairly in my school

	AGREE/STRONGLY AGREE	DISTRICT'S
	DISTRICT / STATE	PERCENTILE RATING
POSITIVE LEARNING CLIMATE:	_____%/ _____%_	_____

In the following buildings, there is significantly less evidence that a positive learning climate is present:

***Additive scales are created from the individual responses given by all those responding to the advance questionnaire surveys. These individual responses/items are analyzed statistically and grouped into related clusters. Additive scale results tend to be highly reliable indicators of the central concept embodied in each cluster.**

6.5.2 RWF from AQ Responses

Additive scales compiled from the advance questionnaire responses of the staff, parents, students, board members, and the support staff **indicate / do not indicate** that district teachers accept responsibility for promoting student success and reducing student failure.

ADVANCE QUESTIONNAIRE RESPONSES OF CERTIFICATED STAFF

- 38. Teachers here are good teachers
- 41. Teachers in this school communicate to students and parents on what they are supposed to be learning
- 45. Teachers in this school make learning interesting
- 63. Students are frequently provided information about their performance
- 66. All staff hold high expectations for student learning
- 70. There are avenues for recognizing and rewarding the accomplishments of all students

	AGREE/STRONGLY AGREE	DISTRICT'S
	DISTRICT / STATE	PERCENTILE RATING
TEACHERS ACCEPT RESPONSIBILITY FOR REDUCING STUDENT FAILURE:	_____%/ _____%_	_____

ADVANCE QUESTIONNAIRE RESPONSES OF PARENTS

- 44. My child's teacher makes learning interesting
- 48. My child knows what he/she is supposed to be learning
- 49. My child's teacher expects very good work from my child
- 64. My child's teachers are good teachers
- 66. My child's teachers think my child can learn

	AGREE/STRONGLY AGREE	DISTRICT'S
	DISTRICT / STATE	PERCENTILE RATING
TEACHERS ACCEPT RESPONSIBILITY FOR REDUCING STUDENT FAILURE:	_____%/ _____%_	_____

ADVANCE QUESTIONNAIRE RESPONSES OF STUDENTS

- 19. Most of my teachers make clear what I'm supposed to learn
- 24. My teachers make learning interesting

43. My teachers think I can learn

49. My teachers are good teachers

59. My teachers expect very good work from me

AGREE/STRONGLY AGREE

DISTRICT / STATE

DISTRICT'S

PERCENTILE RATING

TEACHERS ACCEPT RESPONSIBILITY

FOR REDUCING STUDENT FAILURE: _____%/ _____%_

In the following buildings, there was significantly less agreement that teachers accept this responsibility:

6.5.3 RWF based on Documentation: Promotion/Retention Policy(ies), and, by reference, to programs listed in 6.3.6

Documentation indicates the district **has / does not have** written promotion/retention policies. Specific programs to address the needs of students at risk of grade retention or at risk of leaving school prior to graduation **are / are not** in place. [Team members should review District Response for 6.3.6.]

[additional information for Standard 6.5]

6.6 The schools are orderly; students and staff indicate they feel safe at school.

6.6.1 RWF based on Documentation: Code of Conduct or Discipline Code/Policy

Documentation confirms that the district **has / does not have** a written code of conduct for students which specifies: [Circle appropriate response.]

YES / NO -acceptable/unacceptable behavior

YES / NO -disciplinary procedures and consequences

YES / NO -procedures/measures to ensure safety to and from school

YES / NO -procedures/measures to ensure safety at school-sponsored activities

6.6.1 RWF based on Interviews

Interviews indicate the code of conduct or disciplinary policy **is / is not** distributed to students at the beginning of each school year or upon enrollment. This code **is / is not** distributed to parents at these times. A majority of the teachers interviewed indicated that they **have / have not** received instruction on the district's code of conduct. Interviews indicate that students learn about the disciplinary policies/code of conduct in the following ways: [Summarize by completing the following checklist.]

☐ -distribution of written discipline rules/code of conduct to students

☐ -assemblies/staff presentations of disciplinary policies and behavior expectations at the beginning of the school year.

☐ -requirements for parent signatures acknowledging receipt of discipline policies/code of conduct

☐ -orientation and distribution of code of conduct to new/transfer students

☐ -other: _____

6.6.2 RWF from AQ Responses

Additive scales compiled from the advance questionnaire responses of the staff, parents, students, board members, and the support staff **indicate / do not indicate** students and staff members feel they are safe in school.

ADVANCE QUESTIONNAIRE RESPONSES OF CERTIFICATED STAFF

75. I feel safe at this school

	AGREE/STRONGLY AGREE DISTRICT / STATE	DISTRICT'S PERCENTILE RATING
SAFE SCHOOL ENVIRONMENT :	____%/ ____%_	_____

ADVANCE QUESTIONNAIRE RESPONSES OF SUPPORT STAFF

22. I feel safe at this school

	AGREE/STRONGLY AGREE DISTRICT / STATE	DISTRICT'S PERCENTILE RATING
SAFE SCHOOL ENVIRONMENT :	____%/ ____%_	_____

ADVANCE QUESTIONNAIRE RESPONSES OF PARENTS

31. I feel my child is safe at school

	AGREE/STRONGLY AGREE DISTRICT / STATE	DISTRICT'S PERCENTILE RATING
SAFE SCHOOL ENVIRONMENT :	____%/ ____%_	_____

ADVANCE QUESTIONNAIRE RESPONSES OF STUDENTS

29. I feel safe at school

	AGREE/STRONGLY AGREE DISTRICT / STATE	DISTRICT'S PERCENTILE RATING
SAFE SCHOOL ENVIRONMENT :	____%/ ____%_	_____

In the following buildings, there was significantly less agreement that students and staff members feel safe in school:

6.6.4 RWF based on District Response

The District Response for 6.6.4 indicates the district has made the following changes in its programs and procedures related to ensuring safe and orderly schools, and has explained why these changes were made: [verbatim]

[additional information for Standard 6.6]

6.7 Professional development is an integral part of the educational program and all school improvement initiatives.

6.7.1/6.7.3 RWF based on Interviews and District Response

The District Response for 6.7.1/6.7.3, staff have participated in the following types of professional development with the indicated focus or topics: [verbatim]

TYPE OF PROFESSIONAL ACTIVITY	TOPIC/FOCUS/CONTENT
----------------------------------	---------------------

- ☐-Study Group(s)
- ☐-Action Research Group(s)
- ☐-Design Team
- ☐-Peer Coaching
- ☐-Teacher Collaborative(s)
- ☐-Academics
- ☐-Video-taped Lessons (for self-appraisal)
- ☐-Reflective Journals/Reflective Practices
- ☐-Portfolio Management/Portfolio of Teaching Strategies

6.7.1/6.7.3 RWF based on the District Response and Documentation: CSIP

According to interviews staff indicated participation in the following types of professional development activities: [summarize]

A majority of those interviewed **confirmed** / **did not confirm** that they have participated in on-going, long-term professional development activities.

A comparison of the professional development activities listed in the District Response for 6.7.1/6.7.3 and the activities/strategies delineated in the CSIP indicates that a majority of the district's professional development activities **are** / **are not** clearly related to the objectives/goals of its CSIP.

Describe the long-term focus that has been selected for the district's professional development program during the next 2-3 years. [verbatim]

Explain how this specific focus for the professional development program addresses issues related to student performance or results from the long-range planning process (CSIP). [verbatim]

The district has focused on the following three to four instructional strategies according to District Response 6.7.1/6.7.3: [verbatim]

The following professional development, support programs, and coaching activities, or other follow-up activities listed in District Response 6.7.1/6.7.3 have been provided for teachers as they implement these districtwide instructional strategies: [verbatim]

PROFESSIONAL DEVELOPMENT/
SUPPORT ACTIVITIES

PERCENT OF PARTICIPATION
(E) (MS) (HS)

[additional information]

Interviews indicated that professional development participation **is/is not** used in the teacher evaluation process.

6.7.2 Staff AQ

3. In the past two years, how many professional development activities directly related to improving student performance or instructional improvement have you participated in?
 ___ 0-2 ___ 3-4 ___ 5-6 ___ 7+

51. I am expected by my administrator to participate in professional development activities.

52. I believe professional development is an integral part of my job.

6.7.2 Support Staff AQ

1. The district has provided me with specific inservice training related to my job.
2. The inservice training activities I have attended have helped me do a better job.

6.7.4 RWF based on District Response and Documentation: Results of Most Recent Professional Development Program Evaluation

The district indicated that its professional development program has affected its instructional program and student achievement in the following ways: **[verbatim]**

[If interviews do not confirm the District Response, explain what differences were found.]

The district presented the following information regarding how successful its professional development program has been, what criteria were used to determine success, and evidence that supports its conclusions: **[verbatim]**

The results of the most recent professional development program evaluation **were / were not** documented by the district.

[additional information]

6.7.5 RWF based on Interviews and Documentation: Professional Development Policies, Procedures, and Procedural Plan

Documentation and interviews indicate the district **has / does not have** a Professional Development Committee (PDC) in place. Members of this committee **are / are not** elected by the staff. The PDC meets _____ [#] times a year, and its responsibilities include:

[Check (✓) those that apply.]

- ☐ -conducting a faculty needs assessment
- ☐ -assessing needs related to student data
- ☐ -developing in-service opportunities

- ☐ -coordinating and setting direction for professional development activities
- ☐ -presenting faculty suggestions, ideas, and recommendations to the proper authority
- ☐ -planning, implementing, and evaluating specific professional development activities
- ☐ -working with beginning and experienced teachers in identifying instructional remedies and concerns
- ☐ -serving as confidential consultants to individual teachers upon request
- ☐ -other: _____

If members of the Professional Development Committee (PDC) are not elected, explain how they are selected: [See PD5]

Documentation indicates the district **has / does not have** a written procedural plan for professional development which stimulates and encourages professional growth. The procedural plan includes: [Circle appropriate response.]

YES / NO -program goals aligned with the Comprehensive School Improvement Program (CSIP)

YES / NO -evaluation criteria for the overall professional development program

YES / NO -descriptions of the planned professional development activities directly related to areas of needed student improvement and aligned with the district's CSIP

YES / NO -PDC membership criteria

YES / NO -reimbursement/request procedures

YES / NO -mentoring provisions, which include:

YES / NO -procedures for mentor selection

YES / NO -provisions for mentor training

YES / NO -mentor rules and responsibilities

YES / NO -new teachers' responsibilities

YES / NO -requirements for new teachers' professional development plans

YES / NO -administrators' responsibilities

YES / NO -time for new teachers to observe master teachers

YES / NO -time for mentors to observe and provide feedback to new teachers

According to interviews and documentation, the Professional Development Committee:

[Circle appropriate response.]

YES / NO -is allocated one percent of the Basic Formula exclusive of categorical add-ons

YES / NO -spends at least 75 percent of this allocation on activities clearly related to the objectives of the CSIP

YES / NO -presents a summary of the planned professional development activities and their relationship to the objectives of the CSIP for board approval

YES / NO -develops professional development activities in consultation with the administration

6.7.5 RWF from State and Federal Monitoring and Documentation: Audit

All state and federal program monitoring processes indicate that the district's professional development activities and expenditures **conform** / **do not conform** to all program requirements.

[additional information]

6.7.6 RWF based on Interviews

Interviews indicate the district provides time for staff participation in professional development activities through:

☐ -common planning time

☐ -release hours/days

☐ -in-service workshops before or after school

☐ -continuing training workshops (or "fellowship" training programs)

☐ -peer or administrative coaching

☐ -other: _____

[additional information for Standard 6.7]

6.8 Library Media Center (LMC) resources and services are an integral part of the instructional program.

6.8.1 Staff AQ

53. The librarian assists students and staff with individual class projects.

71. There are sufficient library media materials to support my program.

72. I have input into the selection of library materials.

76. The library media center materials are current and in good condition.

6.8.1 Student AQ

36. I know how to find information I need to complete class projects.

45. Our library has up-to-date resource materials.

6.8.1 RWF from Interviews and District Response

Interviews and the District Response for 6.4.3 indicate that students are taught information literacy skills by:

☐ -teachers

☐ -librarians

☐ -other: _____

6.8.1 RWF based on Interviews

Interview responses indicate that each LMC is open and staffed at the following times: [Circle appropriate response.]

E(s)	MS/JH(s)	HS(s)	LMC AVAILABILITY
YES / NO	YES / NO	YES / NO	-open throughout regular school hours
YES / NO	YES / NO	YES / NO	-staffed throughout regular school hours
YES / NO	YES / NO	YES / NO	-open before school
YES / NO	YES / NO	YES / NO	-staffed before school
YES / NO	YES / NO	YES / NO	-open after school
YES / NO	YES / NO	YES / NO	-staffed after school
YES / NO	YES / NO	YES / NO	-open for entire school year
YES / NO	YES / NO	YES / NO	-staffed for entire school year
YES / NO	YES / NO	YES / NO	-open during the summer (excluding summer school)
YES / NO	YES / NO	YES / NO	-open during evening or Saturday hours during the school year

[Identify the specific building LMCs which have "NO" responses for open and staffed during school hours, before or after school and describe the specific circumstances at each of these LMCs.]

6.8.1 RWF based on Observations and Interviews

Team observations and interviews indicate that each LMC is arranged so that its resources **are / are not** easily available to students and staff. Team observations, as recorded on the LMC checklists, indicate that the following conditions exist in each LMC: [Circle appropriate response.]

E(s)	MS/JH(s)	HS(s)	LMC FACILITIES
YES / NO	YES / NO	YES / NO	-appropriate facilities (environment conducive to student use)
YES / NO	YES / NO	YES / NO	-age-appropriate furnishings
YES / NO	YES / NO	YES / NO	-adequate storage/work space
YES / NO	YES / NO	YES / NO	-appropriate, secured shelving
YES / NO	YES / NO	YES / NO	-seating space for minimum of two (2) classes (based on average class size in the building) *[*Use form on interview sheet or calculation guide.]

[Identify the building and describe the situation(s) in the LMCs which have "No" responses.]

6.8.1 RWF from District Response for 6.4.1/6.4.2

The district's LMCs have the following technology/informational resources at each indicated grade level to provide access to internal and external resources: [See District Response for 6.4.1 for summaries of the LMC technology available at each grade span.] [USE NUMBERS, NOT CHECK MARKS AND ONLY COUNT EQUIPMENT AVAILABLE IN THE LMC.]

(E)	(MS)	(HS)	LMC TECHNOLOGY
___	___	___	-computers which are connected to the Internet/MOREnet
___	___	___	-laser disc player(s)
___	___	___	-CD-ROM(s)
___	___	___	-cable/satellite reception and taping services (PBS, Cable in the Classroom, etc.)
___	___	___	-other: _____

6.8.1 RWF from District Response for 6.1.3 and Documentation: Curriculum Guides

The District Response for 6.1.3 and the curriculum guides indicates LMC/research/information-seeking skills **are** / **are not** found in a written LMC curriculum and/but **are** / **are not** integrated as part of the curriculum in other subject area guides.

[additional information]

6.8.2 RWF based on Documentation: LMC Policy and Procedures Handbook

A review of documentation indicates that the LMC policy and procedures handbook includes:

[Circle appropriate response.]

YES / NO -program objectives aligned with the district's CSIP and student performance data

YES / NO -evaluation criteria for the LMC program

YES / NO -board-adopted LMC policies (reviewed within the last 5 years) for:

- ☐ -confidentiality
- ☐ -copyrights
- ☐ -selection and reconsideration
- ☐ -intellectual access for all LMC resources [providing reasonable access and removing unnecessary barriers to LMC resources]
- ☐ -access to the Internet [when such access is provided]

6.8.2 RWF based on Interviews

Interviews with the LMC staff indicate that the LMC Policy and Procedures Handbook **has** / **has not** been cooperatively developed, and it was last revised in _____ [year]. The following modifications in LMC services or resources have occurred in the last two years: [Summarize.]

6.8.3 RWF based on District Response for 6.4.4 and Interviews

An electronic management system is in place at: [Circle the appropriate response:]

YES / NO -all elementary LMC(s)

YES / NO -all middle school LMC(s)

YES / NO -all high school LMC(s)

[Cite exceptions if any "No" is circled:]

6.8.3 RWF based on Interviews

Interviews indicate all LMC resources **are** / **are not** cataloged, classified, and processed.

[Cite exceptions if all resources are not cataloged, classified, and processed.]

Interviews with the LMC staff indicate evaluation criteria related to instructional needs **are** / **are not** used in the resource evaluation process. Collection analysis techniques **are** / **are not** used in evaluating the LMC resources, and evaluation criteria related to cultural/equity representation **are** / **are not** used. Teacher interviews indicate the LMC resources **support** / **do not support** the instructional program.

[additional information]

6.8.3 RWF based on Team Observations (Interview Sheets)

Team observations indicate that, based on a sample of the print resources, most LMC resources:

[Circle appropriate response.]

(E)	(MS/JH)	(HS)	LMC RESOURCES
YES / NO	YES / NO	YES / NO	-are age-appropriate
YES / NO	YES / NO	YES / NO	-are in good condition
YES / NO	YES / NO	YES / NO	-were copyrighted in last 20 years (nonfiction only)
YES / NO	YES / NO	YES / NO	-reflect social and cultural diversity

[additional information]

6.8.4 RWF based on Documentation from Core Data, Interviews, and CSIP

Improvement plans **have** / **have not** been created to address prioritized resource needs and incorporated into the CSIP. Progress **has**/**has not** been made in the last three years toward accomplishing the building collection plan.

The district reported the following improvements to the LMC resource collections: [verbatim]

[additional information for Standard 6.8]

6.9 Guidance is an integral part of the instructional program.

6.9.1 RWF from Documentation: Procedural Guidance Plan

Documentation indicates that a written, districtwide procedural guidance plan **is** / **is not** in place for all grades. The district's written guidance plan contains the following components: [Circle appropriate response.]

YES / NO	-program objectives aligned with the objectives of the CSIP and/or student performance data
YES / NO	-evaluation criteria for the overall guidance program based on program objectives

An evaluation of the overall guidance program **has** / **has not** been conducted. (Date of last evaluation: _____) [month and year]

6.9.1 RWF from Interviews

Interviews indicate that guidance program objectives/components **are** / **are not** aligned with the CSIP. Interviews indicate that program objectives/components **are** / **are not** used in the overall guidance program evaluation process. The following changes/modifications have been made in the guidance program, based on the program evaluations and student data: [Summarize.]

6.9.1 and 6.9.2 RWF from Documentation: Guidance Curriculum and Needs Assessment Results

Interviews and documentation indicate a written guidance curriculum, based on needs assessment data collected within the last three years for grades 4-12, **has** / **has not** been developed. Guidance curriculum **has** / **has not** been implemented for all grade levels. Documentation indicates the written curriculum includes the following components: [Check the applicable responses.]

(E)	(MS)	(HS)	LEARNER OBJECTIVES
-----	------	------	--------------------

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -competencies/learner objectives regarding knowledge of self and others |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -competencies/learner objectives regarding career awareness/planning/exploration |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -competencies/learner objectives regarding educational and vocational development |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -competencies /learner objectives regarding employment-seeking and -retention skills |

[Cite any exceptions:]

6.9.2 RWF from Interviews, Team Observations and Documentation: Guidance Curriculum

Guidance competencies/learner objectives **are / are not** articulated across buildings and grade levels. Team observations and interviews indicate that sufficient guidance resources **are / are not** available to students and that access to appropriate career-/educational-planning resources **is / is not** provided. Interviews indicate counselors **have / do not have** access to appropriate and sufficient guidance resource materials and equipment.

6.9.3 RWF from Interviews and District Response [See also written guidance curriculum materials under 6.1.1 and District Response for 6.1.3.]

Documentation and/or observations indicate the following individual educational/career-planning opportunities are provided: [Check (✓) those that apply.]

- | (MS/JH) | (HS) | EDUCATIONAL-/CAREER-PLANNING ACTIVITIES |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | -career-awareness activities (guest speakers, job-shadowing, career/college days, job fairs, instructional units on careers and work responsibilities) |
| <input type="checkbox"/> | <input type="checkbox"/> | - career-/educational-planning resources (printed resources, including student planning documents) |
| <input type="checkbox"/> | <input type="checkbox"/> | -electronic career-/educational-planning resources (software such as FUTURES, DISCOVER, CHOICES, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | -area vocational school/college/employer visits |
| <input type="checkbox"/> | <input type="checkbox"/> | -financial planning/scholarship application assistance (MOST or other financial planning programs) |
| <input type="checkbox"/> | <input type="checkbox"/> | -parent conferences and informational meetings related to educational/career planning |
| <input type="checkbox"/> | <input type="checkbox"/> | -interest inventories (Strong, COPP) |
| <input type="checkbox"/> | <input type="checkbox"/> | -aptitude tests/achievement tests (SCAT, PLAN, P-SAT, ASVAB) |
| <input type="checkbox"/> | <input type="checkbox"/> | -career portfolios |
| <input type="checkbox"/> | <input type="checkbox"/> | -other: _____ |

6.9.3 RWF from Interviews, District Response, and Documentation: Career/Educational Planning Materials/Forms

Interviews and/or documentation indicate formal planning activities, including written career/educational plans, are initiated by grade **6, 7, 8, 9, 10** and **are / are not** revised annually, as needed.

All secondary students **have / do not have** four-year career/educational plans in place. [Applies to **K-12 districts only**.]

Documentation **indicates** / **does not indicate** that the necessary forms and procedures for individual career/educational planning are provided. The planning process and procedures include information related to:

YES / NO -student's assessment results (MAP and other assessments)

YES / NO -identification of long- and short-range educational and career goals

YES / NO -advisement activities (including career explorations and job/education requirement information)

YES / NO -collaboration with parents/guardians (parent input/approval)

[additional information]

6.9.3 Student AQ

64. I have been encouraged to establish career or educational goals at school.

66. My counselor has helped me create a plan to reach my educational and/or career goals.

6.9.3 Parent AQ

50. The school has helped my child establish educational and career goals.

6.9.4 RWF from Documentation: List of counseling sources used for referrals or additional assistance

Counselors **have** / **have not** compiled a list of outside counseling sources which can be used by students and families to secure additional counseling services.

6.9.4 Student AQ

65. If I have a personal problem, I can talk to the counselor.

6.9.4 Staff AQ

54. Individual counseling services are available to students.

6.9.4 Parent AQ

51. The guidance counselor is available to help my child if he/she has a personal problem.

6.9.5 RWF from Interviews

Interviews indicate that support system and management activities (such as community outreach participation, consultation, public relations, and referral processes/resources) **are** / **are not** provided.

[additional information for Standard 6.9]

SUGGESTED STRENGTHS AND CONCERNS**SUGGESTED STRENGTHS****SUGGESTED CONCERNS**

DIFFERENTIATED INSTRUCTION REPORT

7.1 Comprehensive services for all resident children with disabilities, as required by the Individuals with Disabilities Education Act (IDEA) and Chapter 162, RSMo, are an integral component of the district's educational program.

7.1.1 RWF from Interviews and Documentation Requested by Special Education School Improvement

A special education program review was conducted **onsite/as a desk review of the district's Self Assessment** on _____ [date]. Of the special education compliance standards reviewed, _____% were found to be acceptable.

Caseloads for special education teachers **are / are not** found to be in compliance.

[additional information for 7.1.1]

7.1.2 RWF from Interviews

Interviews indicate that students with disabilities **are / are not** provided supplementary services to support access to general education curriculum. Analysis of placement data and interviews **indicate / do not indicate** that students with disabilities have opportunities to participate in regular education settings with nondisabled peers, including extracurricular activities, nonacademic, and other program options.

Data from the Missouri Assessment Program (MAP) indicates that students with disabilities are showing improvement in their achievement or maintaining a high level of achievement in each of the following categories: [Choose "Yes" if improvements/high achievement levels are found, "No" if such improvements are not found.]

	Reading	Commun.Arts	Math	Science	Social Studies	Map-A
Grades 3-5	YES/NO/NA	YES/NO/NA	YES/NO/NA	YES/NO/NA	YES/NO/NA	YES/NO/NA
Grades 6-8	YES/NO/NA	YES/NO/NA	YES/NO/NA	YES/NO/NA	YES/NO/NA	YES/NO/NA
Grades 9-11		YES/NO/NA	YES/NO/NA	YES/NO/NA	YES/NO/NA	YES/NO/NA

[additional information for 7.1.2]

7.1.3 RWF from Documentation and Interviews

Documentation and interviews indicate that students **are / are not** receiving special education and related services as listed on their Individualized Education Program (IEP). Documentation and/or interviews **indicate / do not indicate** that general education and special education teachers have the necessary supports to provide for the needs of students with disabilities in their classrooms.

[additional information for 7.1.3]

7.1.4 RWF from Documentation and Interviews

Documentation indicates the dropout rate for students with disabilities **has decreased / has not decreased / has remained the same and is / is not** comparable to that of the general population of students.

Documentation indicates the percentage of students with disabilities graduating with a regular diploma **has increased / has not increased / has been maintained at a high level and is/is not** comparable to the graduation rate in the general population of students.

Documentation indicates the percentage of students with disabilities participating in vocational preparation programs **is / is not** consistent with the percentage of participation in the general population of students.

Documentation indicates that the percentage of students with disabilities employed or enrolled in continuing education six months after graduation **has increased / has not increased / has been maintained at a high level and is / is not** comparable to the rate in the general population of students.

[additional information for 7.1.4]

7.2 The district identifies gifted/talented students at all grade levels and provides them differentiated instruction suitable for their levels of intellectual and social maturity.

7.2.1/7.2.2 RWF from District Response

The district **does / does not** have a state-assisted gifted education program. The state-assisted gifted education program serves students in grades _____. Documentation indicates gifted and talented students **are systematically identified in grades _____ / are not systematically identified in grades _____**.

The following criteria are used to identify gifted students who are not served in a state-assisted gifted education program: [Complete those that apply.] [verbatim]

CRITERIA	CUT-OFF SCORE	ASSESSMENT INSTRUMENT
<input type="checkbox"/> -achievement assessment	_____	_____
<input type="checkbox"/> -intelligence assessment	_____	_____
<input type="checkbox"/> -specific creativity assessment	_____	_____
<input type="checkbox"/> -referrals	_____	_____
<input type="checkbox"/> -other:	_____	_____
<input type="checkbox"/> -other:	_____	_____

Documentation and interviews indicate the district **has / has limited / does not have** appropriate programs/services to meet the intellectual and affective needs of gifted and talented students in all grades.

[additional information for Standard 7.2]

7.3 Career education is an integral component of the educational program.

7.3 RWF Based on Documentation: Student/Community Interest Assessments

Documentation and interviews indicate career education offerings **are / are not** based on student interests, a labor market survey, or a community needs assessment. The following assessments are utilized:

Student-based Assessments: [Check (✓) those that apply.]

- ☐ -student interest survey
☐ -guidance needs assessment
☐ -other: _____

Community-based Assessments:

- ☐ -labor market survey
☐ -Chamber of Commerce
☐ -MOICC supply and demand data
☐ -community needs assessment
☐ -career education advisory committee input
☐ -local Workforce Investment Board (WIB) data
☐ -other: _____

Students participate in the following Department-approved career education programs with an enrollment of:

AVS	DISTRICT	DEPARTMENT-APPROVED CAREER EDUCATION PROGRAMS
_____	_____	-in agricultural education
_____	_____	-in business education
_____	_____	-in industrial education
_____	_____	-in health sciences education
_____	_____	-in marketing and cooperative education
_____	_____	-in occupational family and consumer sciences education
_____	_____	-in career education family and consumer sciences education

Team members respond to the following statements (7.3.1-7.3.4) only if the district itself operates approved career education programs.

7.3.1 Staff AQ

93. Career education is an essential part of the district's program of studies.

7.3.1 Student AQ

41. Career education is an essential part of the district's program of studies.

7.3.1 Parent AQ

43. Career education is an essential part of the district's program of studies.

7.3.1 Board AQ

28. Career education is an essential part of the district's program of studies.

Documentation and interviews **confirm** / **do not confirm** that all curriculum guides for career education classes offered by the local district include all components as listed below.

Career Education Program/Course	Rationale	Course Description	Graduate Goals	Measurable Learner Objectives	Instructional Activities	Assessments (including Performance Based Assessments)	Alignment to the Show-Me Standards	Board Approved
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO
	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO	YES / NO

[Cite any additional Career Education Program/Course and note any exceptions.]

Documentation and interviews **confirm** / **do not confirm** that student achievement in all career education programs/courses in the district is based upon demonstrated performance and competency measurement, as recorded and reported through an Instructional Management System (IMS). [Note exceptions.]

7.3.2 RWF based on Documentation: CTSO Rosters for Current Year

Documentation and interviews indicate that the district has the following career and technical student organizations (CTSOs): [Include # of students.]

NUMBER OF PARTICIPANTS	DISTRICT CTSOs
_____	-DECA
_____	-FBLA
_____	-FFA
_____	-FCCLA
_____	-SkillsUSA-VICA

7.3.2 RWF based on Interviews and Documentation: CTSO Rosters

Documentation and interviews **confirm / do not confirm** that the career and technical student organizations offer student developmental opportunities/activities related to: [Check (✓) those that apply.]

- ☐ -leadership skills
- ☐ -occupational competency
- ☐ -community service
- ☐ -school service

7.3.3 RWF based on Interviews and Documentation: Transition Activities

Documentation and interviews indicate that students in career education programs provided by the district are assisted in transitions to the workplace or continued education through one or more of the following: [Check (✓) those that apply.]

- ☐ -experiential education
- ☐ -cooperative education
- ☐ -internships
- ☐ -apprenticeships
- ☐ -job shadowing
- ☐ -job placement services
- ☐ -other: _____

7.3.3 RWF based on Interviews and Documentation: Articulation Agreements

Documentation and interviews confirm that written agreements **have been established / have not been established / have been attempted or are in process** with postsecondary institutions for every career education program/course in the district to ensure articulation of career education programs/courses for students continuing their education. These include:

- ☐ -articulation agreement(s)
- ☐ -dual-credit career education course(s)

7.3.4 RWF from Documentation: CSIP, Evaluation Plan(s) for All Career Education Programs, and District Response

There **is a / is no** written plan to evaluate the effectiveness of career education programs. This plan includes:

YES / NO -measurable objectives identified for each career education program

YES / NO -established performance measures for each measurable objective

YES / NO -an acceptable level of performance has been determined for each measure

YES / NO -an established procedure for gathering, analyzing, and reporting data relevant to each

measure of performance

YES / NO -an established procedure for reporting the outcomes and corrective action (if necessary) for all measurable objectives of each career education program

Documentation and interviews confirm that the district's annual evaluation of the effectiveness of career education programs/courses utilized data derived from the following information sources:

[Check (✓) those that apply.]

- ☐ -career education program standards
- ☐ -results of the previous year's evaluation of program effectiveness
- ☐ -advisory committee input
- ☐ -performance standards and measures information
- ☐ -enrollment trends
- ☐ -placement trends
- ☐ -student interest surveys
- ☐ -student achievement/progress reports
- ☐ -employer satisfaction surveys
- ☐ -student follow-up information
- ☐ -other: _____

Documentation and the District Response for 7.3.4 confirm that plans for improving career education programs **have / have not** been made based upon the evaluation of program effectiveness. The career education advisory committee(s) **help / do not help** develop improvement plans for the district's career education programs **and participate / and/but do not participate** in an on-going review of these plans. The district's plans for career education program improvement **include / do not include** goals related to student achievement

7.3.4 RWF from District Response

The following improvements have been made to career education programs over the last three years as a result of program evaluation(s): [verbatim]

The district indicated that plans for improvement of career education programs **have / have been** included in the CSIP. These plans include: [verbatim]

[additional information for Standard 7.3]

7.4 Preschool educational activities/programs are available to the district's children.

7.4 RWF from District Response

The following enrollments were reported for preschool education programs or activities provided by the district for the district's preschool children: [Asterisk programs or activities provided for at least two years.] [verbatim]

- _____ -early childhood special education services
- _____ -district-funded preschool program
- _____ -Title I-funded preschool

- _____ -“blended” preschool (supported through several funding sources)
- _____ -district-funded childcare program
- _____ -preschool program funded by Missouri
- _____ -childcare program funded by Child Care and Development Fund Grant
- _____ -other: _____

The district uses the following activities to help children transition into kindergarten classes:

[List participation numbers for each activity.]

- _____ -prekindergarten orientation sessions, including preschool packets and information
- _____ -summer school for prekindergarteners
- _____ -district-sponsored activities for preschool children (e.g., story times/play times, preschool packets, attendance at school plays, concerts, art shows and book fairs)
- _____ -students’ preschool records are shared with the district or arrangements have been made to ensure that such information is received by the district

The district **has** / **has not** collected information from the community related to the need for preschool services. The community provides the following programs for preschool children:

[Include approximate enrollments.] [verbatim]

- _____ -Head Start program
- _____ -community-operated preschool program
- _____ -community-operated childcare program
- _____ -private nursery schools
- _____ -other: _____

[additional information for Standard 7.4]

7.5 The district provides opportunities for parents/guardians to learn about the intellectual and developmental needs of their children at all ages and to participate constructively in their children’s education.

7.5 RWF from District Response

Activities or programs for providing parents with information about their children’s (preK-12) developmental stages or improving their parenting skills include: **[Check (✓) those that apply.]**

- ☐ -speakers/programs on children’s growth/development (social, intellectual, and emotional)
- ☐ -speakers/programs on children’s behavior (language, discipline, safety, health, CPR, etc.)
- ☐ -newsletters which include parenting information
- ☐ -brochures on child development issues
- ☐ -parenting workshops
- ☐ -parent support groups/program advisory groups
- ☐ -Practical Parenting Partnership program
- ☐ -other: _____

RWF from Documentation: DESE-Generated Report on PAT

Parent education activities **are** / **are not** provided, as required by the Early Childhood Development Act. Services provided through the district’s Parents as Teachers parent education program for families with children birth to age three **are** / **are not** at or above the state average.

Approximately _____ percent of the eligible families are served in the district's Parents as Teachers program, compared to the state average of 46 percent.

7.5.3

According to District Response 7.5, activities or programs for providing parents with information about their children's (preK-12) developmental stages or improving their parenting skills are provided. [verbatim]

7.5.3

The district's District Response for 7.5 indicated that it uses the following strategies to involve parents in their child's education and cites the following evidence related to the effectiveness of these strategies: [verbatim]

7.5 Staff AQ

- 18. My school provides parents information about the programs available for children at school.
- 19. My school provides regular communications to parents about their child's progress.
- 25. My school provides suggestions to parents on ways to assist at home with their child's learning.
- 23. My school provides parents with information about what is expected in its classes.
- 29. My school has created specific strategies to better involve parents in the education of their child.
- 78. Parents are frequently provided information about student performance.
- 91. Parents are welcome to discuss their child's educational needs with the school.

7.5 Parent AQ

- 27. I can talk with my child's teachers or principal whenever I need.
- 32. I am welcome to discuss my child's educational needs with the school.
- 38. The school encourages parents to be involved.
- 54. The school offers suggestions about how I can help my child learn at home.
- 55. I am a partner with the school in my child's education.
- 56. I receive information about the educational programs available to my child at school.
- 57. I know what my child's teachers expect in school.
- 61. I receive regular communications from school about how well my child is doing in school.

7.5 Board AQ

- 8. The district has created specific strategies to better involve parents in the education of their child.
- 9. We seek parent opinions about educational programs.

7.5 Student AQ

- 31. My parents have a good idea of what goes on at school.

[additional information for Standard 7.5]

7.6 The school district provides or arranges with other local groups, agencies and organizations to provide educational, vocational, recreational, cultural, enrichment, and/or other services for the local community.

7.6 RWF from Interviews and Documentation: Continuing Education Needs Assessment

The district **surveys / does not survey** the continuing education needs and interests of community members. The district **informs / does not inform** the public of adult/community educational opportunities either within the district or through other institutions. Interviews **confirm / do not confirm** access to Adult Basic Education (ABE) and General Educational Development (GED) services is provided for community members.

7.6 RWF from District Response

The district indicated the following educational provisions or programs are available to adults in the community: [verbatim]

[additional information for Standard 7.6]

7.7 The district complies with all provisions, regulations and administrative rules applicable to each state and federal program which it has implemented.

The district's state and federal programs were reviewed in conjunction with the Missouri School Improvement Program review.

Files and documentation found the district to be in substantial compliance.

OR

Files and documentation found the district to be in compliance in all programs with the exception of: [List program(s) and specific compliance issue(s).]

[additional information for Standard 7.7]

SUGGESTED STRENGTHS AND CONCERNS**SUGGESTED STRENGTHS****SUGGESTED CONCERNS**

SCHOOL SERVICES

- 8.1 At least biennially, the district reviews the goals and objectives of each program and service; receives reports of the effectiveness of each program and service; and, takes action to ensure that these programs efficiently achieve their goals.**

8.1.1 RWF from Documentation: District Programs/Services Evaluation Plan

Documentation indicates a written procedural plan **is / is not** in place to coordinate the evaluation of all programs and services. This plan includes the following components for each program/service evaluated: [Circle appropriate response.]

- YES / NO -goals and objectives
 YES / NO -evaluation criteria and procedures
 YES / NO -designation of responsible persons
 YES / NO -timeframes for reporting to the board
 YES / NO -list of programs/services to be evaluated

8.1.1 RWF from District Response

The District Response for 8.1.1 indicates the following types of data have been used in the last two years to evaluate the overall goals and objectives of each district program/service: [Check (✓) those that apply.]

- ☐ -surveys of staff, community, students, business
- ☐ -assessment statistics, participation or placement rates, standardized assessments
- ☐ -financial revenues/expenditures
- ☐ -internal evaluations by district staff
- ☐ -external evaluations by others
- ☐ -attendance rates
- ☐ -dropout rates
- ☐ -suspension rates
- ☐ -expulsion rates
- ☐ -participation rates in co-curricular/extracurricular activities
- ☐ -special program participation rates
- ☐ -college/vocational attrition rates
- ☐ -college/vocational completion rates
- ☐ -student attitude and interest survey
- ☐ -longitudinal performance data
- ☐ -other: _____

[additional information]

The District Response for 8.1.1 shows that the district has evaluated the following programs and services within the last two years: [Check (✓) only those that the district evaluated during the past two years.]

- ☐ -curriculum
- ☐ -instructional effectiveness
- ☐ -at-risk programs
- ☐ -special/supplemental/differentiated programs
- ☐ -ESOL/ELL (identification only if no children present)

- ☐ -Title I
- ☐ -special education
- ☐ -vocational education
- ☐ -gifted education
- ☐ -parent education
- ☐ -homeless
- ☐ -migrant (identification only if no children present)
- ☐ -community education
- ☐ -early childhood/preschool/PAT
- ☐ -technology
- ☐ -school climate
- ☐ -professional development
- ☐ -library/media resources (LMC)
- ☐ -guidance and counseling
- ☐ -finances
- ☐ -facilities and grounds
- ☐ -safety
- ☐ -health services
- ☐ -food service
- ☐ -transportation
- ☐ -other: _____

8.1.1 RWF from Interviews and Documentation: Board Minutes

According to board minutes, the results of each program evaluation **are / are not** shared with the board. Interviews indicate that board members believe adequate information regarding the effectiveness of the district's programs/services **is / is not** provided by the staff. The District Response of 8.1.1 indicates that the following changes have been made, based on program evaluations: [Summarize.]

8.1.2 RWF from Documentation: Last Two- and Five-Year Graduate Follow-up Studies and Last Employer/College Survey (completed with results)

This K-12 district **conducts / does not conduct** follow-up surveys of graduates during one of the first two years and in the fifth year following graduation. These studies include information related to: [Applies to K-12 districts only. If this survey is completed in the first year after graduation before the February Core Data cycle, this information can be used in the collection screens for Performance Standards 9.4.3 and 9.4.4.]

- ☐ -present occupation or status
- ☐ -quality of preparatory education provided by their high school
- ☐ -quality of educational-/vocational-planning services provided by the high school
- ☐ -identification of needed improvements in the high school's programs and services
- ☐ -identification of strengths in the high school's programs and services

The district **conducts / does not conduct** formal surveys of employers and colleges regarding how well its students have been prepared for postsecondary education or work.
[The statement above applies to K-12 districts only.]

OR

According to documentation, this K-8 district **conducts** / **does not conduct** follow-up surveys, related to students' preparation for high school, in either grade 9 or grade 10. [Applies to K-8 districts only.]

[additional information for Standard 8.1]

8.2 The district has an ongoing, written Comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services.

8.2.1 RWF from Documentation: CSIP

Documentation indicates the district **has** / **does not have** a board-approved CSIP that contains appropriate components. The district's CSIP includes:

[Check (✓) those that apply.]

YES / NO -measurable objectives related to improving student performance

YES / NO -strategies to be undertaken to realize each goal, outcome, or objective

YES / NO -action steps/activities to be undertaken to realize each strategy

YES / NO -the federal funds used to implement specific action steps

Approximately _____ percent of the measurable objectives in the CSIP are directly related to student performance.

[additional information]

8.2.1 Staff AQ

50. I know what I am expected to do to improve student achievement as outlined in the district's CSIP.

55. Teachers talk about student achievement improvement issues on a regular basis.

8.2.1 Parent AQ

52. The school has a written plan for improving student achievement.

8.2.1 Board AQ

19. There is a district plan that describes how staff members will work together to improve student achievement.

20. The board talks about student achievement issues on a regular basis.

8.2.2 RWF from Documentation: CSIP

The description of the CSIP planning process indicates the district involves the following people in the school improvement planning process: [Check (✓) those that apply.]

☐ -board members

☐ -staff

☐ -administrators

☐ -students

☐ -parents/guardians

☐ -community members

☐ -other: _____

8.2.3 RWF from District Response

The district indicated that strategies in the current CSIP **have / have not** been evaluated for effectiveness. Modifications **have / have not** been made in these strategies in order to reflect these evaluations.

[additional information]

8.2.3 Staff AQ

56. Our CSIP has been evaluated and updated recently.

8.2.3 Board AQ

21. We regularly review our progress in meeting the objectives of the CSIP.
22. Administrators share information that helps us determine if progress is being made in student performance.
23. As a result of our CSIP, there has been improvement on the MSIP student performance indicators.

8.2.4 RWF from District Response

The District Response for 8.2.4 cited the following improvements in student achievement (as measured by the MSIP performance indicators) and the data which substantiates these improvements: [verbatim]

[additional information for Standard 8.2]

8.3 The board has adopted a current set of policies and procedures, meets regularly, and has secured the required training for its members.

8.3.1 RWF from Documentation: Board Policy Manual

According to documentation, the district **has / does not have** a policy manual which contains the policies and procedures of the district. These policies **show / do not show** the date they were adopted. There was **evidence that some / no evidence that any** policies had been revised within the last two years. At a minimum, the following required policies or formal procedures are in place: [Choose "Yes" only if all required components are in place. *The state/federal monitor will complete the following checklist if present for the review.]

*YES / NO -policy for migrant students (with all required components)

- ☐ -screening and identification of migrant students [The district has adopted and uses a procedure to survey the enrolled student body and identify those students who have family members who have been or are engaged in temporary or seasonal agricultural-related work. A question(s) on the student enrollment form or separate survey form would be examples of compliant procedures.]
- ☐ -notification to regional migrant center or state director of presence of potentially eligible students
- ☐ -completion of family interview form and certificate of eligibility
- ☐ -needs assessment of migrant students
- ☐ -placement in all programs for which migrant students are eligible
- ☐ -if needed, request for assistance from regional migrant center

- YES / NO -promotion/retention policy (including criteria related to reading)
- *YES / NO -policies for ESOL/ELL (with all required components)
- ☐ -student identification [The district has adopted and uses a procedure to survey the enrolled student body and identify students whose first language, or home language, or both, is other than English. A question(s) on the student enrollment form or school wide survey would be examples of compliant procedures]
- ☐ -language assessment [The district appropriately identifies what needs, if any, exist among screened students for language support services enabling them to achieve the challenging performance standards set for all students. The assessment may be district developed or commercially purchased. The assessment must use appropriate measure(s) to assess students' abilities in the reading, writing, listening, and speaking modalities.]
- ☐ -district ELL coordinator
Name of district ELL coordinator _____
- The ESOL/ELL written policy was board-approved on _____
- *YES / NO -Title I parent involvement policy
- YES / NO -complaint policy
- YES / NO -policy for homeless students (with all required components)
- ☐ -enrollment identification [Documentation is available showing a procedure is used by the district to survey the enrolled student body and identify those students who are homeless. A question(s) on the student enrollment form or school wide survey would be examples of compliant procedures.]
- ☐ -needs assessment
- ☐ -placement
- ☐ -services
- ☐ -records transfer
- ☐ -district homeless coordinator [The policy states the local coordinator's duties related to the homeless federal statute and that other school personnel have been notified that he/she is responsible for these duties.]
Name of district homeless coordinator _____
- ☐ -Resolution of Grievances
The homeless written policy was board-adopted on _____
[Applies to all districts, whether or not homeless students are identified.]
- YES / NO -sexual harassment policies (staff and students)

[additional information]

8.3.2 RWF from Interviews and Documentation: Board Minutes

School board interviews and board minutes verify that the board **meets / does not meet** regularly, and the board **keeps / does not keep** complete and accurate records of its meetings. Superintendent interviews indicate board minutes are available to the staff and public in the following location(s): [Check (✓) those that apply.]

- ☐ -central office
- ☐ -building administrators' offices
- ☐ -other: _____

8.3.3 RWF from Interviews and AQ data

According to superintendent and board member interviews, as well as the advance questionnaire data, board members **concentrate / do not concentrate** on policy-making functions, rather than

administrative functions, and all formal contact between the board and the staff **is / is not** channeled through the superintendent. [Note exceptions, if any.]

8.3.3 Staff AQ

58. The board establishes policies and permits administrators to implement these policies on a day-to-day basis.

8.3.3 Board AQ

24. The board establishes policies and permits administrators to implement these policies on a day-to-day basis.

8.3.3. Support Staff AQ

24. The board establishes policies and permits administrators to implement these policies on a day-to-day basis.

8.3.4 RWF Documentation: Board Training Certificates

Documentation indicates that board members elected or appointed after August 1993 **have / have not** completed 16 hours of orientation/training within the twelve months following their election/appointment. [If documentation is not in place, explain individual circumstances.]

8.3.5 RWF from District Response for 6.3.6

The District Response for 6.3.6 indicates the district **reports / does not report** the names of students who drop out of school to the Missouri Literacy Hotline. [Applies to all K-12 districts, but not to K-8 districts.]

[additional information for Standard 8.3]

8.4 The board of education employs staff members in accordance with statutory requirements and local employment policies and procedures.

8.4.1 and 8.4.2 RWF from Documentation: District Job Descriptions, Applications, Vacancy Notices, and Employment Policies (Nondiscrimination policy)

According to the documentation provided by the district, job descriptions for each category of employee **are / are not** available and the district **has / does not have** a policy of nondiscrimination for employment, programs, and services. Job applications and vacancy notices **include / do not include** the statement of nondiscrimination.

8.4.2 RWF from Documentation: Job Application Forms

The following prohibited lines of inquiry are included on the district's job application(s):

- ☐ -race (or color)
- ☐ -sex
- ☐ -disabling condition
- ☐ -age (or date of birth)
- ☐ -marital status
- ☐ -maiden name
- ☐ -birthplace

OR [If none of the above boxes are checked, check the following statement.]

☐ -The district's job applications do not include any prohibited inquiry.

The district **meets** / **does not meet** the minimum salary requirements set by Missouri statute.

Beginning teachers must receive at least \$18,000 and teachers with Master's Degrees and ten years of experience must receive at least \$24,000.

[additional information for Standard 8.4]

8.5 The community, through the board of education, provides sufficient financial resources to ensure an educational program of quality.

8.5.1 RWF from Interviews and Documentation: Board Minutes

Board minutes and interviews indicate that the board **regularly reviews** / **does not regularly review** the fiscal condition of the district, and the board **studies** / **does not study** the fiscal needs of the district.

8.5.2 RWF from Documentation: Most Recent Budget

The district's budget document contains: [Circle appropriate response.]

YES / NO -a budget message (which describes important features and major changes)

YES / NO -estimated revenues for the year and comparative statements for the past two years (by year, fund and source)

YES / NO -proposed expenditures and comparative data for the past two years (by year, fund, activity, and object)

YES / NO -funds required to pay interest and amortization and redemption charges on debt

YES / NO -a general budget summary (by fund)

8.5.2 RWF from Interviews

Administrator interviews, as well as the advance questionnaire responses, indicate staff members **have** / **do not have** opportunities for input during the budget preparation process. Interviews indicate input is provided through: [Check (✓) those that apply.]

☐ -a teachers' salary committee or CTA committee

☐ -the requisition process

☐ -budget hearings

☐ -a site-based budget preparation process

☐ -other: _____

8.5.2 Staff AQ

65. I have the opportunity to share with administration what materials are needed in my classroom prior to the adoption of the budget.

8.5.3 RWF from Documentation: DESE-Generated Data

The district's present unadjusted operating levy (all funds but the Debt Service Fund) is \$_____, and its adjusted operating levy is \$_____. In addition, the district's Debt Service Fund levy is \$_____ [if applicable].

8.5.4 RWF from Team Consensus

Team consensus (after a review of the district's programs and services and the advance questionnaire responses) indicates the district **provides / does not provide** sufficient funds to maintain adequate educational programs and services.

8.5.4 Board AQ

26. The community provides enough money to adequately provide quality educational programs to children.

8.5.4 Staff AQ

73. The community provides enough money to adequately provide quality educational programs to children.

8.5.4 Parent AQ

34. The community provides enough money for the schools to do a good job.

8.5.4 Support Staff AQ

25. The community provides enough money to adequately provide quality educational programs to children.

[additional information for Standard 8.5]

8.6 The board establishes and the administrators implement systematic procedures to ensure efficient fiscal management and accountability.

8.6.1, 8.6.3-8 RWF-from Documentation: Last two district audits, copies of policies and procedures related to fiscal management system, copies of inventories and inventory procedures, copy of bank statement on Debt Service fund (if applicable), information on transfers to the Incidental fund, and information related to the CAO's training in Missouri School Finance.

According to documentation, systematic procedures are in place to ensure effective fiscal management as evidenced by: **[Circle appropriate response.]**

YES / NO -financial/audit reports are submitted in an accurate and timely manner

YES / NO -professional audits are made at least every two years

YES / NO -accounting and management systems are maintained in conformity with all applicable regulations

YES / NO -the accounting system provides a record of all funds received and expended

YES / NO -internal procedures for purchasing are in place

YES / NO -inventories of supplies, materials and equipment are kept

YES / NO -Debt Service Funds are maintained in a separate bank account

YES / NO -fund transfers from the Incidental Fund to the Capital Projects Fund have been properly made

YES / NO -obligations and expenditures of state and federal funds are recorded separately by program

YES / NO -appropriate labels are on all inventory items purchased with federal funds

YES / NO -the chief administrative officer (CAO) has had training in Missouri school finance

The district's most recent audit process **indicates / does not indicate** that the district conforms to all state and federal requirements, and this process includes a review of the district's: [Check (✓) those that apply.]

- ☐ -transportation program
☐ -student attendance
☐ -all financial records/procedures
☐ Audit exceptions were listed in the most recent audit:
[summarize]

OR

- ☐ The most recent audit did not include any exceptions.

8.6.2 RWF from Documentation: DESE-Generated Data

Total operating revenues (revenues for all funds but the Debt Service Fund) for the previous fiscal year were \$_____.

Total operating expenditures (expenditures for all funds but the Debt Service Fund) for the previous fiscal year were \$_____.

Year-end unrestricted balances for the previous fiscal year were as follows:

\$_____ -Incidental
 \$_____ -Teachers (Special)
 \$_____ -Capitol Projects
 \$_____ -Total Operating Funds [Sum of Incidental, Teachers and Capital Projects]

In addition, the district's year-end Debt Service Fund balance for the previous fiscal year was \$_____ [if applicable].

According to the district's financial data, the district deficit spent (expenditures exceeded revenues) in the funds as follows:

YES/ NO Incidental Fund
 YES/ NO Teachers (Special Revenue) Fund

[Explain every "YES" response.]

End-of-year balances in all funds **are/ are not** positive; these funds **appear to be / do not appear to be** sufficient to ensure fiscal stability.

[additional information for Standard 8.6]

8.7 Patrons, parents, and students have opportunities to discuss concerns with the district, file complaints, and serve on committees (including those required by state or federal regulations) to study specific issues and problems.

8.7.1 RWF from District Response for 8.7.1 and 8.7.2

The district has the following required committees which are actively functioning:
[verbatim]

COMMITTEE	PROGRAM PRESENT[✓]	COMMITTEE PRESENT[✓]	COMMUNITY REPRESENTED[✓]
Parents As Teachers Committee*	_____	_____	_____
Vocational Advisory Committee(s)*	_____	_____	_____
Drug-Education Advisory Committee (Title IV)*	_____	_____	_____
Guidance Advisory Committee*	_____	_____	_____
Professional Development Committee*	_____	_____	_____
Districtwide Planning/CSIP/Strategic Planning Committee(s)*	_____	_____	_____
Parent/Community Advisory Committee	_____	_____	_____
Facilities and Safety Committee	_____	_____	_____
Bond/Tax Levy Committee	_____	_____	_____
Curriculum Committee(s)	_____	_____	_____
Technology Committee(s)	_____	_____	_____
Health Advisory Committee	_____	_____	_____
Library Advisory Committee	_____	_____	_____
Other: _____	_____	_____	_____

8.7.3 RWF from Interviews and Documentation: Written Complaint Policy or Procedures

Documentation and interviews indicate the district **has / does not have** a written complaint policy or procedures which provide patrons, parents, and students a way to resolve complaints or conflicts. Interviews indicate the board provides opportunity for patrons, parents, and students to present ideas and concerns to the board through: [Summarize]

8.7.3 Parent AQ

39. The school board listens to parents' concerns.

[additional information for Standard 8.7]

8.8 The board of education and the staff systematically and frequently provide information to the public about the condition of school programs.

8.8.1 RWF from Interviews and Documentation: Three years of Annual Reports and Distribution List

Documentation indicates the district **creates / does not create** an annual report, as required by the State Board of Education, and **has / has not** distributed this report to the media and area legislators.

8.8.2 RWF from Interviews

Interviews indicate the district **explains / does not explain** its policies, goals, needs, and status to the community.

[additional information for Standard 8.8]

8.9 Facilities are healthful, adequate in size, clean, well maintained, and appropriate to house the educational programs of the district.

8.9.1 and 8.9.2

[*1-3] [Use information from Team Members' facility checklists, facility committee observations, and interviews to complete the following chart. Each building should be listed separately.]

	Elementary School(s)			Middle School(s)		High School(s)	Central Office	Other
Name of Building								
Adequate Lighting	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Adequate Ventilation	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Clean	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Good Repair	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Accessible Entrance (1)	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Accessible Restrooms (2)	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Facilities Adequate and Appropriate for Specific Programs and Age of Students	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Adequate Classroom Space	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Adequate Guidance Office	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Adequate Health Care Area	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Adequate LMC	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO
Adequate Infrastructure for Technology (Wiring, Internet Access, Servers)	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO	YES/NO

Exceptions: [Describe any area marked "NO" in the chart above. Include specific locations and numbers of any exceptions.]

[Add team members' observations here.]

8.10 The district's facilities are safe.

8.10. Staff AQ

57. Overall, my school building is in good condition.

8.10. Board AQ

27. Overall, I feel our school buildings are in good repair.

8.10 Support Staff AQ

26. Overall, my school building is in good repair

8.10. Student AQ

50. My school building is in good condition.

8.10 Parent AQ

33. My child's school building is in good condition.

8.10.3 RWF from District Response for 8.10.3 and from Documentation: Safety Policies and Procedures

The district **has** / **has not** have procedures for periodically inspecting its facilities and grounds.

8.10.3 RWF from Documentation: Inspection Sheets/Results

According to documentation, the following inspections are conducted by: [Cite date of most recent inspection only.]

- ☐ -local fire department: [date]_____
- ☐ -insurance company: [date]_____
- ☐ -boiler/furnace inspections: [date]_____
- ☐ -LP gas inspections: [date]_____
- ☐ -county health department: [date]_____
- ☐ -fire extinguishers inspection: [date]_____
- ☐ -indistrict inspections (district staff): [date]_____
- ☐ -other: _____

8.10.1, 8.10.2 and 8.10.3 RWF from Team Members Observations, District Response, and Documentation: Accident Reporting, Crisis Management, Other Emergency Procedures/Policies

Observations by team members or documentation indicate that: [Circle appropriate response.]

E(s)	MS/JH(s)	HS(s)	SAFETY PROCEDURES
YES / NO	YES / NO	YES / NO	-lighted exit signs are in place at all outside exits
YES / NO	YES / NO	YES / NO	-adequate safety equipment and safeguards are in place
YES / NO	YES / NO	YES / NO	-emergency procedures have been developed (including procedures for emergency first aid and CPR)
YES / NO	YES / NO	YES / NO	-training on the use of safety/emergency devices has been conducted
YES / NO	YES / NO	YES / NO	-emergency exiting procedures are properly posted in each instructional area
YES / NO	YES / NO	YES / NO	-an accident-reporting system exists within the district
YES / NO	YES / NO	YES / NO	-security and crisis management plans for each building

[additional information]

Observations by team members indicate that: **[Circle appropriate response.]**

MS/JH(s)	HS(s)	science laboratories have:
YES / NO / NA	YES / NO	-adequate storage of chemicals
YES / NO / NA	YES / NO	-eyewash stations (no eyewash bottles)
YES / NO / NA	YES / NO	-chemical/fire blankets in labs using heat source
YES / NO / NA	YES / NO	-hooded ventilation
YES / NO / NA	YES / NO	-properly sanitized safety glasses

MS/JH(s)	HS(s)	industrial technology shop(s) have:
YES / NO / NA	YES / NO / NA	-marked safety zones
YES / NO / NA	YES / NO / NA	-properly sanitized safety glasses
YES / NO / NA	YES / NO / NA	-machine guards in place
YES / NO / NA	YES / NO / NA	-safety rules posted
YES / NO / NA	YES / NO / NA	-appropriate ventilation

MS/JH(s)	HS(s)	agricultural shop(s) have:
YES / NO / NA	YES / NO / NA	-marked safety zones
YES / NO / NA	YES / NO / NA	-properly sanitized safety glasses
YES / NO / NA	YES / NO / NA	-machine guards in place
YES / NO / NA	YES / NO / NA	-safety rules posted
YES / NO / NA	YES / NO / NA	-appropriate ventilation

[additional information]**8.10.3 RWF from District Response for 8.10**

The district's log(s) of drills indicate that the following emergency drills are conducted.

[Circle appropriate response, and provide numbers requested.] [verbatim]

YES / NO	-fire	Number per year: _____
YES / NO	-tornado	Number per year: _____
YES / NO	-earthquake	Number per year: _____

The following additional drills are conducted within the district:

<input type="checkbox"/>	-intruder alert(s)	Number per year: _____
<input type="checkbox"/>	-bomb threat(s)	Number per year: _____
<input type="checkbox"/>	-environmental hazard(s)	Number per year: _____
<input type="checkbox"/>	-other threatening situations: _____	Number per year: _____

The district **has/ does not have** a record or log of all safety drills conducted each year.

The district **has / does not have** a safety coordinator. According to District Response 8.10, the district provides the following violence-prevention programs and staff training. The asterisked (*) programs have been implemented by the district. **[verbatim]**

Safety hazards **have/have not** been identified either through the documentation of inspections listed above or the team's observations. **[Describe the building location and specific condition of any uncorrected safety hazard.]**

[additional information for Standard 8.10]

8.10.3 RWF from Team Observations and District Response for 8.10:

Safety hazards **have** / **have not** been identified either through the documentation of inspections listed above or the team's observations. [Describe any uncorrected safety hazard, building location, and the specifics of each condition:]

8.11 The district has developed and implemented a program for school health services which includes goals and objectives, service activities, and an evaluation design.

8.11.1 RWF from Documentation: Health Services Plan

The district **has** / **does not have** a written comprehensive health services plan which includes:

[Circle appropriate response.]

YES / NO -goals and measurable objectives aligned with the CSIP and student performance data

YES / NO -program evaluation criteria and procedure

YES / NO -board-approved policies on:

[Choose "YES" if all the following items are checked:]

- ☐ -administration of medication
- ☐ -contagious and infectious diseases
- ☐ -immunizations for school children
- ☐ -confidentiality of health records
- ☐ -child-abuse reporting

YES / NO -procedures for first aid and emergency care, including:

[Choose "YES" if all the following items are checked:]

- ☐ -accident-reporting procedures
- ☐ -records of students served
- ☐ -locked storage for medicines
- ☐ -training of staff on first aid, CPR, and blood-borne pathogens/bodily fluids

YES / NO -procedures for maintaining up-to-date cumulative health records, including:

[Choose "YES" if all the following items are checked:]

- ☐ -immunization records
- ☐ -emergency contact information
- ☐ -locked storage of health records

YES / NO -procedures for providing:

[Choose "YES" if all the following items are checked:]

- ☐ -comprehensive health screenings
- ☐ -referrals of identified health problems
- ☐ -health information to parents/guardians

YES / NO -procedures for monitoring and strategies for addressing chronic health problems

8.11.2 RWF from Interviews and Documentation: Health Services Plan

The health services plan and program **are** / **are not** reviewed by a registered nurse and/or a consulting physician annually.

8.11.3 RWF from Interviews and/or Documentation: Health Services Plan or CSIP

Program improvement strategies **have / have not been** identified. The following improvement strategies have been implemented:

[additional information for Standard 8.11]

8.12 A school foods program is available which makes at least one nutritionally balanced meal available to all students each day, in accordance with Federal and State Child Nutrition Program regulations and guidelines.

RWF based on Documentation (latest School Food Services Report and follow-up letters)

Documentation indicates that the district's food services program **is / is not** operated in accordance with all applicable regulations and guidelines.

[additional information for Standard 8.12]

8.13 Safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board policy.

8.13.1 RWF based on District Response, Documentation, and Observations

According to a review of documentation and team observations, the district **complies / does not comply** with all regulations, laws, and good practices related to school bus operations. [Circle appropriate response.]

YES / NO -Liability and property damage insurance is purchased for school buses (or is part of the contracted services provided by others) (537.610, RSMo).

YES / NO -Emergency evacuation drills are conducted (one (1) per semester, K-6) and the board has prescribed drill requirements for all students.

YES / NO -Daily pre-trip inspections are conducted.

YES / NO -Evidence exists that the district has procedures in effect to meet provisions of the Commercial Drivers License Program and Controlled Substance and Alcohol Use Act (49 CFR Part 382, et al.).

YES / NO -Evidence exists that the district has a written procedure for reporting positive bus driver drug test results to the Missouri Department of Revenue. (302.275, RSMo)

YES / NO -Drivers meet state qualifications (CDL and School Bus Operator's Permit).

YES / NO -A written bus discipline policy has been established and implemented.

YES / NO -All transportation contracts are in writing, dated, and properly signed. The district ensures that all contracts adhere to all applicable regulations.

YES / NO -Student loading and unloading zones are periodically reviewed for safety concerns.

YES / NO -Drivers receive safety instruction on school bus operation and student management.

YES / NO -In addition to the annual Highway Patrol inspections, the district has its buses inspected by a Missouri certified vehicle inspector within 60 days of the beginning of the school year.

[additional information for Standard 8.13]

SUGGESTED STRENGTHS AND CONCERNS**SUGGESTED STRENGTHS****SUGGESTED CONCERNS**